

# 2

## Understanding Work-Based Learning

### Key Terms

interview  
social security  
work permit  
training agreement  
training plan  
training station report  
Fair Labor Standards Act (FLSA)  
minimum wage  
Equal Pay Act  
Equal Employment Opportunity  
Commission (EEOC)  
priority  
summarizing

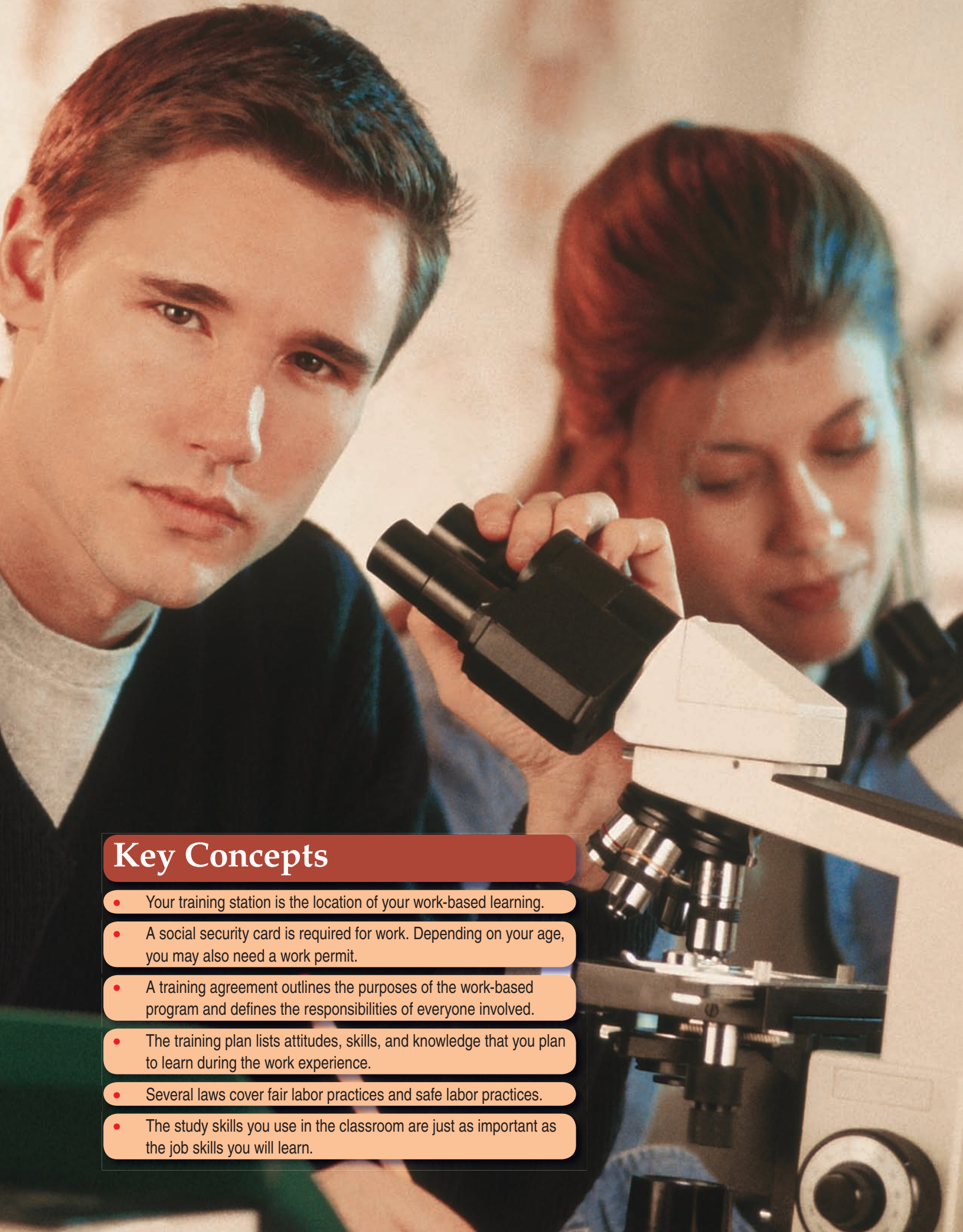
### Chapter Objectives

After studying this chapter, you will be able to

- **explain** what your school expects of you as a student in a work-based learning program.
- **summarize** the effects of the Fair Labor Standards Act on workers.
- **identify** ways you can improve your learning skills.

### Reading Advantage

Arrange a study session to read the chapter with a classmate. After you read each section independently, stop and tell each other what you think the main points are in the section. Continue with each section until you finish the chapter.



## Key Concepts

- Your training station is the location of your work-based learning.
- A social security card is required for work. Depending on your age, you may also need a work permit.
- A training agreement outlines the purposes of the work-based program and defines the responsibilities of everyone involved.
- The training plan lists attitudes, skills, and knowledge that you plan to learn during the work experience.
- Several laws cover fair labor practices and safe labor practices.
- The study skills you use in the classroom are just as important as the job skills you will learn.

## Reflect Further

As a school-to-work student, what behaviors will your school's leaders expect of you? How might their expectations for you differ from those for students not in school-to-work programs?

As a student in a work-based program, your daily schedule may be different from those of other students. Your behavior will be governed by certain state and federal laws that did not affect you before. You may need to adjust to new school and work hours. You will meet new people and accept new responsibilities. You will spend more time on your own, which means you will have more freedom. Your success in a work-based learning program depends a great deal on how well you handle your freedom and responsibilities.

## Your Training Station

You will receive on-the-job training at a school-approved training station. This is the location of your work-based learning. Your program coordinator will help you find a suitable training station and send you for an interview. An **interview** is a planned meeting between a job applicant and an employer. During or after your interview, the employer will show you where the person selected for the job will work.

The employer may interview several other students for the same job. After the interviews, the employer will decide whether to hire you or another student. Once an employer has agreed to hire you, you are ready to prepare for your work experience.

## Get a Social Security Number and a Work Permit

A social security card is a requirement for work. **Social security** is the federal government's program for providing income when earnings are reduced or stopped by retirement, disability, or death. Employers use social security numbers for reporting earnings to the federal government for income tax purposes. Social security numbers are also used for enrollment in health insurance or retirement programs offered by the employer, among other reasons.

Most people in today's society are required to have a social security number to perform everyday activities. For example, you need a social security card to open a savings account. You may even need one to enroll in school or get a driver's license. Your social security number should be kept private and given only to people who need to know it. The Social Security Administration suggests you ask the following questions before giving out your social security number: Why is my number needed? How will my number be used? What happens if I refuse? What law requires me to give my number? You can learn more about the proper use of social security numbers at [www.ssa.gov](http://www.ssa.gov).

## Thinking It Through

When is a social security number needed? How might your social security number be used illegally?

If you have lost your social security card, you must apply for a replacement card at a social security office, 2-1. You should also apply for a replacement card if you change your name. Generally, apply for a social security number at least two weeks before you will need it. You must show evidence of your age, identity, and U.S. citizenship or immigrant status when you apply.

If you are under age 16 (under age 18 in some states), you will also need a work permit. A **work permit** makes it legal for a student underage to work for an employer. A work permit limits the number of hours a student can work each school day and the types of jobs a student can do. Work permits may be issued by schools. Check with your school to see if you will need a permit before you begin work.



### 2-1

After your social security application is processed, you will receive a social security card with your name and number on it.

## Abide by the Training Agreement

During your work experience, you will be expected to assume the responsibilities outlined in an agreement between you, your school, and your employer. This is called a **training agreement**, 2-2. It may have different names or formats depending on your specific school-to-work program.

A training agreement is similar to a contract. It outlines the purposes of the work-based program and defines the responsibilities of everyone involved. The agreement requires signatures from you (the student), your parent(s) or guardian, the school coordinator, and the employer and sometimes the school administrator. Although the wording varies from school to school, all training agreements serve the same general purposes:

- To assure the employer that the student is committed to the work experience.
- To assure the student that the employer is committed to training him or her to do the job.
- To assure the parent(s) or guardian that the student is involved in a well-planned educational experience.
- To assure the school-to-work coordinator that all parties understand their responsibilities and are committed to the student having a successful work experience.

### Thinking It Through

Why is it important for students, employers, parents or guardians, and teachers to sign a training agreement?

## Work-Based Learning Program Training Agreement

Program \_\_\_\_\_ Coordinator \_\_\_\_\_  
 Student \_\_\_\_\_ Birth Date \_\_\_\_\_ Social Sec. No. \_\_\_\_\_  
 Training Station \_\_\_\_\_ Supervisor's Name \_\_\_\_\_  
 Training Station Address \_\_\_\_\_ Student's Job Title \_\_\_\_\_  
 Training Station Phone \_\_\_\_\_ Student's Hourly Wage \_\_\_\_\_ Program Code \_\_\_\_\_  
 Teacher \_\_\_\_\_ through \_\_\_\_\_ (Date)

Duration of Training Period: \_\_\_\_\_ (Date) through \_\_\_\_\_ (Date)  
 (Employment will terminate at the end of the training period for purposes of this agreement.  
 Employment beyond the ending date of the agreement will be at the option of the employer  
 and the employee and will not be governed by the terms of this agreement.)  
 =====  
 The items below identify the obligations of all parties to this agreement. If additional  
 information is required by any party, it should be added at the time the agreement is signed.

### The Cooperating Training Station Employer/Mentor

1. Will provide an average minimum of fifteen hours of work/training per week.
2. Will provide the student with supervision by a qualified and experienced work-based mentor.
3. Will provide the student with the same consideration given other employees in regard to safety, health, social security, and other general employment conditions.
4. Will not use the student to replace any regular employee.
5. Will direct the participation of the student in the occupational experience as detailed in the training plan with the objective of assisting the student in understanding the nature of the occupation and the responsibilities and opportunities it involves.
6. Will keep a daily record of the student's attendance and will report attendance and progress to the program coordinator as requested.
7. Will not assign the student to drive.
8. Will not assign the student to hazardous tasks. (OSHA, Fair Labor Standards Act)
9. Will immediately notify the program coordinator of any unsatisfactory development.
10. Will provide insurance against accidents on the premises when the student is on the job.
11. Will develop a training plan for the student with the aid of the program coordinator.
12. Will pay the student a wage or salary comparable to other trainees.
13. Will be responsible for compliance with all state and federal laws governing employment of student learners.
14. Will provide time for the training station supervisor to confer with the program coordinator to discuss progress of the student and to assist in determining grades.

### The Student

1. Will report promptly to the training station on the days and hours mutually arranged with the employer/mentor.
2. Will notify the employer/mentor and the program coordinator well in advance when absence is unavoidable.

(continued on next page)

A training agreement outlines the purposes of the work-based learning program and defines the responsibilities of everyone involved.

3. Will cooperate with the employing supervisor, engage in the assignment as a learning experience, observe all rules of the company, and observe safety rules.
4. Will make a weekly written report to the program coordinator.
5. Will remain in the program for the entire school year.
6. Will take an active part in the selection of a workstation and all that is involved in maintaining a good relationship with the employer/mentor.
7. Will participate in the related student organization activities.
8. Will not be permitted (without approval from the program coordinator) to work on days when he/she is absent from school.

**The Program Coordinator**

1. Will, with the assistance of the employer/mentor or training supervisor, prepare a training plan of tasks to be learned on the job and related topics to be taught in school. A copy of this training plan will be kept on file with the employer/mentor, the program coordinator, and the student.
2. Will make provision for all school-to-work students to receive the regularly scheduled instruction.
3. Will visit each student a minimum of once per quarter at the training station and meet with the person to whom the student is responsible while employed.
4. Will endeavor to adjust all complaints with the cooperation of all parties concerned and will have the authority to transfer or withdraw a student.

**The Parent or Guardian**

1. Will agree to the conditions of the student's participation in the work-based learning program.
2. Will be responsible for the student's conduct both in school and on the job.

**Special Considerations**

\_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent's (or Guardian's) Signature

\_\_\_\_\_  
Employer's/Mentor's Signature

\_\_\_\_\_  
Program Coordinator's Signature

The parties to this agreement do not discriminate on the basis of race, color, national origin, sex, handicapping condition, religion, creed, or limited English proficiency.

The employers in this agreement are affirmative action/equal opportunity employers. They comply with Title IX of the Educational Amendments of 1972, the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, and the Americans with Disabilities Act of 1990.

## Reflect Further

Why are training plans an important part of the school-to-work program? What might be some consequences of falsifying a progress report?

## Follow the Training Plan

In addition to the training agreement, there is the **training plan**. It consists of a list of attitudes, skills, and knowledge that you plan to learn during the work experience. The plan is usually developed by you, your program coordinator, and the employer. The purpose of the plan is to help you progress on the job toward your career goals. Like training agreements, training plans vary in form. Some are detailed plans, while others consist of a few general statements describing what you will learn.

Another purpose of the training plan is to formally identify your training supervisor on the job. The supervisor is responsible for the training station and your on-the-job training. This is the person your program coordinator contacts about your progress.

To help everyone evaluate your progress, most schools require students to keep a weekly or monthly job record. This is a progress report known as a **training station report**.

Each week or month you write down the duties you performed and the attitudes, skills, and knowledge you learned at work. Periodically you and your program coordinator check your accomplishments to see if you are progressing toward the goals listed in your training plan. During these evaluation checks, you learn how much you have accomplished and what you still want to achieve, 2-3. Your supervisor will also do a formal evaluation of the tasks on the training plan each grading period.



### 2-3

Periodically you and your program coordinator will meet to evaluate the progress you are making in your work experience.

## Know the Law

There always are school rules and regulations to follow. Now that you will be working away from school as part of your school assignment, there will be new rules governing your actions. Some of these are covered in your training plan and agreement. Others may involve state or federal laws.

## Fair Labor Practices

The **Fair Labor Standards Act (FLSA)** protects workers from unfair treatment by their employers. Passed in 1938, the law deals with relationships between employees and employers.

All employees who work for employers involved in interstate or international commerce are covered by this act. Therefore, any business producing, handling, or selling a product or service outside the state must comply with this law. Employees who work in education and health care are also covered. In fact, there are few workers who are not covered by the Fair Labor Standards Act.

If an employee feels that rights protected by fair labor laws have been violated, he or she may complain. Complaints should be directed to the Employment Standards Administration or the Wage and Hour Division of the U.S. Department of Labor. Complaints are investigated by government officers. If an employer is found in violation of the law, the business may be prosecuted in court and fined. You can learn more about the FLSA from the Fair Labor Standards Act Advisor at [www.dol.gov/elaws/flsa.htm](http://www.dol.gov/elaws/flsa.htm) and Youth Rules at [www.youthrules.dol.gov](http://www.youthrules.dol.gov).

## Minimum Wage

An FLSA amendment established the creation of a minimum wage. **Minimum wage** is the lowest hourly rate of pay that most employees must receive. Employers, of course, may pay more than minimum wage, but they cannot pay employees less. The minimum hourly rate is set by the federal government. It is changed periodically to meet the needs of inflation and recession.

Some employees are excluded from the minimum wage law by specific employer exemptions. For instance, food service workers who earn tips can lawfully be paid less than minimum wage. It is also lawful to pay employees less during a training period when they first start a new job. Trainees, too, may be paid less than minimum wage.

## Overtime Pay

Another FLSA amendment sets guidelines for overtime pay to employees. Overtime must be paid at a rate of at least 1½ times the employee's regular pay rate. Overtime is paid for each hour worked in excess of the maximum hours allowed. For example, suppose an employee who earns \$8.00 an hour works 44 hours in a workweek. The employee is entitled to at least 1½ times \$8.00, or \$12.00, for each hour over 40. That person's pay for the week is \$320.00 for the first 40 hours plus \$48.00 for four hours of overtime—a total of \$368.00.

Saturdays, Sundays, and holidays are treated like any other day of the week. Employers are not required to pay overtime on weekends and holidays unless the hours worked exceed the maximum allowable. Like minimum wage, some employees are exempt from receiving overtime pay.

### Thinking It Through

Do you know what the current minimum wage is? Do you think requiring a minimum wage is important? Why?



Students working in school-based learning programs are considered trainees, not employees. Consequently, this law will not apply to you during your work-based learning experience. However, some employers may pay overtime voluntarily.

## Equal Pay

An amendment to the Fair Labor Standards Act resulted in the **Equal Pay Act** of 1963. This law requires equal pay to employees of both sexes for doing equal jobs. Jobs performed under similar working conditions that require the same level of skill, effort, and responsibility are considered equal, 2-4.

Pay exceptions may occur for differences in seniority, skill, productivity, services performed, or shift work. Any violation of equal pay requirements encountered by employees should be reported to the **Equal Employment Opportunity Commission (EEOC)**. This U.S. agency oversees equal employment opportunities for all Americans. You can get more information from any of its offices, which are listed in most phone books under *U.S. Government*, or at [www.eeoc.gov](http://www.eeoc.gov). (Also refer to Chapter 20,



### 2-4

The Equal Pay Act guarantees this woman the same wage as that paid to a man for performing this job.

“Diversity and Rights in the Workplace.”)

As a trainee, you will not be entitled to the same pay level as an employee. However, your pay as a trainee should match the pay that other trainees receive for doing the same work.

## Child Labor Standards

The FLSA child labor provision is designed to serve two functions. It protects the educational opportunities of children. It also prohibits the employment of children in jobs that may be hazardous to their health or well-being. Your state may have laws that are stricter than these provisions particularly as they apply to full-time students:

- 18-year-olds are no longer subject to federal child labor laws. They can work at any job for any number of hours.
- 16- and 17-year-olds can work at any nonhazardous job for any number of hours. (Hazardous jobs include operating motor vehicles or power-driven machinery, working with explosives, and jobs in construction, demolition, and other fields.)

- 14- and 15-year-olds may work outside school hours in various nonmanufacturing, nonmining, and nonhazardous jobs, but for no longer than three hours per school day or 18 hours per school week. During nonschool periods, they may work no longer than eight hours per day or 40 hours per week. Also, their work may not begin before 7 a.m. or extend past 7 p.m. (9 p.m. in the summer).

A special provision applies to 14- and 15-year-olds enrolled in an approved work experience through school. They may be employed for up to 23 hours per school week and three hours per school day even during school hours.

The minimum age for most nonfarm work is 14. However, young people of any age may deliver newspapers or work for parents in a nonfarm business. They may also perform in radio, television, movie, or theatrical productions.

## Safe Labor Practices

Safety in the workplace is so important that it is the sole focus of one government agency. The *Occupational Safety and Health Administration (OSHA)* sets and enforces safety and health standards for workers. The agency's goal is to prevent accidents and injuries in the workplace. Their Web site can be found at [www.osha.gov](http://www.osha.gov).

Employers must provide a safe workplace, but workers are required to follow all safety rules. Before you begin working, your supervisor will review the specific safety rules that apply to your training station. (For more information about OSHA and workplace safety, see Chapter 9, "Safety on the Job.")

## Study and Learn

School-to-work students sometimes say "I want to work, not study." You will need to do both to be successful in your work-based learning experience and your future career. Part of your success in the program may depend on your desire to study and learn. The study skills you use in the classroom are just as important as the job skills you will learn. That is why it is important to complete all class assignments.

To complete your assignments, you need to study to the best of your ability. Sometimes this means making an extra effort to improve your study skills. However, your efforts will reap benefits now and in the future. You can use your attitudes, skills, and knowledge to complete your education and finish school. As you move into your future career, you will be able to use many of the same skills.

### Thinking It Through

What is the purpose of child labor laws? Do you think child labor laws help or hurt your chances to get ahead?

# In the Real World

## What Will School Ever Do for Me?

Susan loved her job at the automotive parts store, and she did it well. She knew where to find any item a customer needed and sometimes helped customers install parts in their cars. She often came to work early and stayed late. Her boss was very impressed with her work and her attitude and gave her very high marks on her monthly performance reviews.

Susan loved her job, but hated school. She couldn't wait to graduate. With her poor grades getting worse, however, she wasn't sure she *would* graduate. Quitting school was an idea she seriously considered. She just couldn't see any value in her classes. After all, she was doing

great on her job and that was all that mattered, or so she thought.

One day her program coordinator took her aside and told her she could no longer stay in the work-based learning program due to failing grades in English and American History. Susan was angry. "That's not fair!" she said. "I'm doing good at my job, and English and history ain't got nothing to do with it."

### Questions to Discuss

1. Did Susan have a right to be angry?
2. Was the program coordinator right in removing Susan from the program?
3. What is the relationship between English and history classes and succeeding in the world of work?

### Reflect Further

When and where do you study best? Do you prefer silence or some background sounds? How can you avoid distractions that interfere with your studying?

## Practice Good Study Habits

Learning to study is not difficult. The key to success starts with improving your study habits. To develop good study habits, practice the following study points:

- *Keep a separate notebook for each class.* A spiral notebook can help you organize your notes and assignments.
- *Make sure you clearly understand the assignment.* When you do not understand what to do, ask the teacher.
- *Complete your class assignments every day.* This is especially important during the classroom portion of your experience. Your teacher will give you assignments related to your job experiences and personal life. The knowledge and skills you will gain by completing these assignments will help you succeed in both school and work.

- *Set aside a time and place to study.* If possible, study at the same time every day. Make sure the atmosphere is appropriate for the way you learn best, 2-5.
- *When it is time to study, begin immediately.* Go to your study place with an attitude that studying is the only thing you want to accomplish. Do not waste time daydreaming or thinking of other things to do.
- *Study in small segments of time.* Two separate 30-minute study periods may be better for you than a one-hour study period.
- *Do the more difficult assignments first.* Studying only the easy subjects may leave little time for harder assignments.
- *Use your computer.* The Internet can help you research topics quickly. However, be careful. Not all information posted on the Internet is accurate. Internet addresses that end in *.gov* (government agencies) and *.org* (official organizations) are usually the most reliable. Word processing software is a great way to take notes as well as improve your writing skills. Spreadsheets can help organize and prioritize your assignments.

**2-5**

The school library is an ideal place to study if you prefer quiet surroundings.

## Organize Your Schedule

As a student working part-time, learning to organize your schedule is an important skill. You may want to develop a daily schedule to help balance your time for work, study, and recreation. You can do this by making a list of all the important tasks you must do each day. Then you can arrange your list in order of priority. **Priority** means ranking first in a “to do” list. When items are ranked by priority they are listed from first to last.

A list of things to do helps you decide which tasks are most important and which must be done ahead of others. Because both school and work are important to you in this program, tasks for both should be done well and on time. Getting organized helps you use time wisely each day.

### Thinking It Through

What important tasks must be done tomorrow? Which should be done first, next, and so forth? By listing tasks ahead of time, are you more likely to do them well and on time?

## Reflect Further

How can you improve your reading skills? Who can you see for help?

## Improve Your Reading Skills

The skill that is basic to all studying and schoolwork is reading. The better you read, the more effective studying will be and the more you will learn. Some readers may take more time to read and complete their assignments. However, a person's reading skills can be improved. The more a person reads, the easier and faster reading becomes. Some readers improve their reading skills by setting aside more time for studying and reading. They also get special help by joining a reading improvement program at school.

To understand the written material better, think about what you are reading before you begin. Observe the chapter title, the subheads, the photos, and the charts. What are the main ideas the writer is trying to express? When you know the main ideas, reading becomes easier.

Do not just focus on single words. Read sentences and paragraphs to understand the details of an idea. It takes many words together to express a thought, idea, or fact. Read the assignment more than once and reread sections you do not understand. The first reading will help you understand the main idea. Additional readings will help you understand details.



## Participate in Class

Pay close attention to the teachers in all your classes, even in the classes you dislike. Be a good listener. Focus on the teacher or speaker and think about what is being said. Also, be sure to sit where you can see and hear well.

If you do your assignments regularly, it is easier to make contributions during class. State facts as you know them. Ask questions about ideas or facts that you do not completely understand. Even lessons that seem uninteresting take on new meaning when you get involved in the discussion and participate in class, 2-6.

### 2-6

Participating in class can help you learn more and enjoy the time you spend at school.

# Extend Your Knowledge

## More Notes on Notes

Taking notes in class helps reinforce learning and identifies the most important points in the material you are studying. The more organized your notes are, the more helpful they will be when you study. Start by writing the lesson title or topic and the date at the top of the page. During class, record the main headings and leave space for adding comments. Do not try to write entire sentences, just a few words or phrases to help you remember the main ideas. After class or during study time, review your notes and complete the ideas and facts you want to remember.

## Take Notes

Many students improve their learning skills by taking notes while or after they read an assignment. They go back to each page, section, or paragraph, and write down the main ideas in a study notebook. This is called **summarizing**. Summarizing helps you remember what you have read. It also helps you review the information for a test.

When taking notes, organize them by chapter or date, whichever is best for you. Write the notes in your own words and be brief. Just summarize the main idea and write it in your notebook. Do not try to copy the idea word for word from the book.

You may want to consider using a computer to take notes. Computer notes are more legible and easier to edit. You will find it easy to search for specific terms or assignments. A laptop computer will enable you to take notes in class. However, it is important to resist the temptation to play games or search the Internet.



### Reflect Further

What can you do to be a better class participant?

## Summary

Students in work-based learning programs work with their program coordinators to find a suitable training station. To apply for a job, a social security card is needed, and so is a work permit in some cases. Students also need to complete a training agreement. This agreement outlines the purposes of the work-based learning program. It also defines the responsibilities of the parent or guardian, employer, school, and student. A training plan is developed to show the attitudes, skills, and knowledge students are expected to learn on the job. Most labor laws only govern employees, but some apply as well to school-to-work students in the workplace.

Students in work-based learning are expected to do their jobs well and keep pace with their school studies. Practicing good study habits and keeping schedules organized are important skills for success in the program. Students can improve their reading skills by trying to read more often. Participating in class, taking good notes, and summarizing key points are also helpful ways to improve learning skills.

## Facts in Review

1. Before beginning a school-to-work program, how can a student know his or her training station?
2. True or false. A person can wait to get a social security card after starting work.
3. What questions should you ask before giving out your social security number?
4. What are the purposes of a training agreement?
5. What are the purposes of a training plan?
6. How do the school-to-work student and the program coordinator determine if the goals of the training plan are being met?
7. What is the overtime pay rate?
8. What jobs are considered equal?
9. At what age can a person work at any job for an unlimited number of hours?
10. List five ways a student can develop good study habits.
11. Define *summarizing*.

## Developing Your Academic Skills

1. **Math.** Determine how much a person would earn annually working 20 hours a week at minimum wage. Is this an adequate salary for a high school student? Determine the yearly salary of a person working full-time for minimum wage. Is this amount adequate to support one person? Compare this amount with a yearly salary based on the minimum wage ten years ago.
2. **English.** Read selections from *The Grapes of Wrath* by John Steinbeck, *The Jungle* by Upton Sinclair, or other literature related to labor conditions. Report on how conditions described in these books have led to and been changed by labor reform.

## Information Technology Applications

1. Research and review software designed to improve reading skills. Give reports on the effectiveness of the programs.
2. Gather information on the history of OSHA from their Web site, [www.osha.gov](http://www.osha.gov). Give an oral report on your findings to the class.

## Applying Your Knowledge and Skills

1. **Problem Solving and Critical Thinking.** Identify at least six instances where you may be required to provide your social security number. Use the Internet and personal interviews to answer the following questions for each instance. Why is my number needed? How will my number be used? What happens if I refuse? What law requires me to give my number?
2. **Employability and Career Development.** Take a close look at the training agreement related to a work-based learning experience at your school. Make a list of the responsibilities of the school-to-work student as outlined in the agreement. Rank the responsibilities in their order of importance. Which responsibility do you consider most important? Why?
3. **Communications.** Research the work conditions and labor practices that were common before the Fair Labor Standards Act was passed. Write a paper, with sources documented, to report your findings.
4. **Employability and Career Development.** Determine what the minimum wage currently is and when the rate was last changed. Based on a 40-hour workweek, what would be the annual salary before taxes for a person making the minimum wage?

## Developing Workplace Skills

New job responsibilities added to your school and leisure activities will place new demands on your time. Develop a two-column spreadsheet for each day of the week to help you allocate your time wisely. Record the times of day in one column and the scheduled activities in the other. Keep a detailed daily journal for your first week of work. Afterward, consider if changes are needed. In a brief report to the class, explain what you learned through this exercise.